

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 School Transformation Fund - Planning		
Program authority:	P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	FOR TEA USE ONLY <small>Write NOGA ID here.</small>
Grant Period:	July 9, 2018 to May 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	<small>Place date stamp here.</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	<p>Doug Dawson: doug.dawson@tea.texas.gov; (512) 463-2617</p>	

RECEIVED
 TEXAS EDUCATION AGENCY
 2018 MAY 29 PM 1:16
 DOCUMENT CONTROL CENTER
 GRANTS ADMINISTRATION

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Richardson ISD	057916		
Vendor ID #	ESC Region #	DUNS #	
75-6002311	10	041087255	
Mailing address	City	State	ZIP Code
400 S. Greenville Avenue	Richardson	TX	75081-

Primary Contact

First name	M.I.	Last name	Title
Joe		Miniscalco	Executive Director
Telephone #	Email address		FAX #
469-593-0233	Joseph.miniscalco@risd.org		

Secondary Contact

First name	M.I.	Last name	Title
Kim		Fuller	Executive Director
Telephone #	Email address		FAX #
469-593-7466	Kim.fuller@risd.org		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Kim		Fuller	Executive Director
Telephone #	Email address		FAX #
469-593-7466	Kim.fuller@risd.org		

Signature (blue ink preferred)

Date signed

Kim Fuller

05/25/2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	The applicant provides assurance that they will submit either a strategy or implementation plan, using a TEA approved format, developed with the school transformation partner, by June 1, 2019.
8.	For New School Planning models (Reset and Fresh-Start), the applicant provides assurance that they will launch or relaunch schools within the local educational agency (LEA) that will guarantee and prioritize enrollment for students who attend a 2017–2018 Priority School or 2017–2018 Focus School.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Richardson Independent School District (Richardson ISD) is applying for the Transformation Fund - Planning Grant in order to plan a strategic compensation initiative at four 2017-2018 focus schools, Aikin Elementary, Audelia Creek Elementary, Skyview Elementary, and Stults Road Elementary, on the evidenced-based principles that transforming schools require strong leadership and effective teachers enveloped in an environment of high expectations for scholars and staff. A strategic compensation plan will incentivize the district's most effective teachers and principals to teach in historically challenged schools and will support them with professional development, extended learning time, and after-school enrichment and social/emotional support for students. The strategic compensation plan will incentivize teachers and principals to relocate to campuses with high economically disadvantaged populations, high teacher turnover rates, proportionally less experienced teachers as compared to other campuses in the district, and low student performance. Richardson ISD has established these key characteristics for transforming schools:

- Schools and classrooms promote an inspiring college-going culture of high expectations,
- Teachers demonstrate an unwavering belief that ALL students can achieve,
- A growth mindset is embraced for students and adults with a commitment to continuous improvement,
- Instructional best practices are used to accelerate learning for all students,
- A commitment to data driven instruction is utilized to diagnose needs, adjust and measure progress, and
- Parent and community partnership is valued and supported.

These key characteristics are crucial to meeting the district defined goal of Providing High Performing, Student Focused Teachers and Leaders and supporting the attainment of RISD's target set of student outcomes.

Needs assessment: The strategic compensation recommendation was an outgrowth of a detailed strategic planning process that included substantial community input. As a part of the strategic planning process a detailed needs assessment (as outlined in Sch. 13) and root cause analysis process was conducted which included the involvement of a strategic planning committee team and the RISD Equity Action Team. Reviewed data included student performance, teacher retention, teacher performance, climate survey, demographic data, and other data sources to help prioritize the needs to target. This process will be repeated each year as part of our district and campus planning process with built in performance targets. The Executive Director of School Improvement and Academic Facilitator will work with campuses to review strategic compensation programs and determine which is best for addressing performance objectives.

Budget Development: The grant budget was based upon the campus needs assessments' determination of a need for campus redesign. A major component of the budget is to support the campuses transformation as related to a strategic staffing model. In order to recruit and retain high quality staff at the four campuses, an Academic Facilitator will facilitate the planning stage of campus transformation at the four campuses, determine teacher qualities needed to improve student achievement, plan strategies for recruiting/retaining high quality teachers, and prepare the campus leadership teams for the transformation process. Possible strategic compensation programs will be reviewed and will go through an extensive selection process in order to be chosen for the campus transformation plan. The budget also includes professional development necessary to lead a turnaround movement in a high-needs campus and materials needed for the redesign process.

Demographics: The four campuses currently have averages of 81.29% Economically Disadvantaged, 90.36% Minorities, and 68.55% At-Risk students. All four campuses are Focus campuses which means they are Title I schools with the widest gaps in reading and math performance for historically underserved students. The demographics and academic challenges at the four campuses resulted in them being targeted for transformation with the goal of increasing the number of students in great schools. Through bold and aggressive action, RISD plans to transform these low-performing schools by improving the learning environment and providing high-quality staff to meet the main goal of the grant, increasing student achievement.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Management plan: The RISD School Improvement department will provide consistent, high-quality management of the transformation planning at Aikin Elementary, Audelia Creek Elementary, Skyview Elementary, and Stults Road Elementary and will work directly with the campus principals and instructional leadership teams to support transformation planning. The planning will be monitored with frequent visits, check-ins, and data disaggregation meetings at the campus and district levels to ensure planning success.

Program evaluation: RISD will conduct both formative and summative evaluation of the planning process (see Sch. 14). Formative evaluations will examine areas of need to identify program requirements. An outcome-focused summative evaluation will make judgments on the efficacy and impact of the planning process at the end of the year. The evaluations will utilize qualitative and quantitative methods.

Statutory requirements: The grant application completely and accurately answers all statutory requirements. With District support, the four campuses will develop targeted school improvement plans and will begin implementation in 2019-20. The district monitors how all Title I funds are used and will align other Federal, State, and local resources to carry out the implementation of the transformation process. RISD will modify practices and policies to provide operational flexibility to enable full and effective execution of the transformation plan.

TEA requirements: The grant application completely and accurately answers all TEA requirements. RISD's vision for improving student outcomes using a supported school redesign process is outlined. The rationale for selecting the transformation plan to align with RISD's theory of action and how high-level district and community stakeholders were educated about plan is presented. RISD will continue to support the four campuses by providing additional funding necessary to maintain the redesign program and will apply lessons learned throughout the LEA as additional campuses implement the transformation program in the future. The transformation program will further RISD's vision to serve and prepare every student for their global future by placing a highly effective teacher in every classroom, equipping schools with strong leadership teams, and maintaining high expectations for both staff and students.

The district is partnering with outside organizations to solicit philanthropic dollars to assist in maximizing the financial support of the transformation process. The district is also engaged in additional exercises to submit grants to acquire long-term support. RISD is committed to the transformation of the four campuses and sustaining the success and practices expected as a result of its successful implementation. Principals and staff will establish challenging, but attainable, goals for student achievement with the expectation the campuses will see significant academic improvements. RISD is committed to the goal of Aikin Elementary, Audelia Creek Elementary, Skyview Elementary, and Stults Road Elementary becoming high-quality campuses and increasing the number of students in great schools with the acceleration of academic excellence for all students.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Program authority: P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement

Grant period: July 9, 2018 to May 31, 2019

Fund code: 211

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$	\$139,596	\$139,596
Schedule #8	Professional and Contracted Services (6200)	6200	\$82,500	\$	\$82,500
Schedule #9	Supplies and Materials (6300)	6300	\$10,000	\$	\$10,000
Schedule #10	Other Operating Costs (6400)	6400	\$10,000	\$	\$10,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$102,500	\$139,596	\$242,096
Percentage% indirect costs (see note):			N/A	\$7,904	\$7,904
Grand total of budgeted costs (add all entries in each column):			\$102,500	\$147,500	\$250,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 057916			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director	1		\$121,000
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				\$
16				\$
17				\$
18				\$
19				\$
20				\$
Other Employee Positions				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$121,000
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$18,596
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$18,596
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$139,596

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 057916		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	\$62,500
2	Leadership Professional Development	\$20,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$82,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$82,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 057916		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$10,000
Grand total:		\$10,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 057916		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$10,000
Grand total:		\$10,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 057916			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	2361	81.29%	All numbers in this chart are based upon the 2016-2017 TAPR reports.
Limited English proficient (LEP)	1373	47.28%	
Disciplinary placements		%	
Attendance rate	NA	96.63%	
Annual dropout rate (Gr 9-12)	NA	NA%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	85.2	45.83%	
6-10 Years Exp.	47.6	25.65%	
11-20 Years Exp.	38.6	20.80%	
20+ Years Exp.	14.2	7.65%	
No degree	0	0%	
Bachelor's Degree	146.9	79.15%	
Master's Degree	37.7	20.31%	
Doctorate	1	0.54%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
269	395	442	410	375	351	329	333	0	0	0	0	0	0	2904

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
19	26	31	28	22	21	19	19.6	0	0	0	0	0	0	185.6

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The decision to explore and develop a strategic staffing initiative at Aikin Elementary, Audelia Creek Elementary, Skyview Elementary, and Stults Road Elementary was based upon the results of a detailed needs assessment and root cause analysis process which included the involvement of the strategic planning team and the RISD Equity Action Team. Student performance data, teacher retention data, teacher performance data, climate survey data, and other soft and hard data sources were reviewed to help prioritize the targeted needs. The overall data indicated that student and teacher performance at the four campuses with high percentages of economically disadvantaged, minority, and at-risk students lagged significantly behind district campuses with low percentages of economically disadvantaged, minority, and at-risk students. Student academic progress indicated that inexperienced teachers providing instruction to low-income, at-risk students does not result in performance outcomes that are successful according to state measures.

School	Economically Disadvantaged %	Minority %	At-Risk %	Below Proficient STAAR Progress	Inexperienced Teacher %	Below Proficient T-TESS
Aikin Elem	86.93%	90.36%	75.60%	40%	59.7%	15%
Audelia Creek Elem	81.73%	95.27%	62.80%	49%	39.6%	16%
Skyview Elem	80.81%	87.50%	69.10%	43%	45.9%	35%
Stults Road Elem	75.69%	88.31%	66.70%	43%	38.1%	14%
Average	81.29%	90.36%	68.55%	44%	45.83%	20%

As a result of the academic challenges presented to teachers at schools with high percentages of economically disadvantaged populations, recruiting and retaining experienced teachers has been less than favorable. Also, performance on T-TTES of the less experienced teachers at the four campuses has lagged significantly behind most campuses in Richardson ISD. Hence, the reason why the district targeted the campuses for a strategic compensation program to recruit and retain a high-quality staff. District stakeholders reviewed and analyzed other districts that have implemented strategic compensation programs to address the same challenges as experienced at the four campuses and the implementation of these programs has enabled performance levels to rise considerably in the targeted areas. Therefore, the district and campus planning teams developed a targeted school improvement plan for the four campuses which include planning for a strategic compensation program.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	High Quality Teacher Recruitment and Retention	The Grant would support the need to incentivize and retain high growth teachers at a highly mobile and at risk campus. The ultimate goal will be to retain high quality teachers who are committed to the success and growth of the students at Aikin Elementary, Audelia Creek Elementary, Skyview Elementary, and Stults Road Elementary.
2.	Student Performance Outcomes	The Grant would support an Academic Facilitator that will facilitate the planning stage of campus transformation at the four campuses, determine teacher qualities needed to improve student achievement, plan strategies for recruiting/retaining high quality teachers, and prepare the campus leadership teams for the transformation process.
3.	Leadership Development	The Grant would support the development of leadership skills necessary to lead a turnaround movement in a school that has a high concentration of at-risk and economically disadvantaged students and in a school community that has a high mobility rate. The leadership development will focus on the integration of observation and feedback protocols, data driven instruction practices, effective professional development opportunities and the development of strong staff and student cultures.
4.		
5.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Executive Director of School Improvement	<p>The Executive Director of School Improvement will work directly with the campus principal and their instructional leadership team to support the program indicator implementation. The Executive Director will act as coach, monitor and evaluator of the campus principal ensuring the fidelity of program model operations.</p> <p>Desired qualifications:</p> <ul style="list-style-type: none"> • Master's degree in education is required. • Significant elementary principal and district leadership experience. • Successful school turnaround experience as an Executive Director. • Hold or qualify for a Texas Mid-Management, Principal, or Superintendent Certification. • Exhibit evidence of success in maximizing student performance, leadership, and operational effectiveness.
2.	Academic Facilitator	<p>The Academic Facilitator will work directly with the Executive Director of School Improvement, Principals, and their instructional teams to support the transformation program planning process.</p> <p>Desired qualifications:</p> <ul style="list-style-type: none"> • Bachelor's degree required • Master's degree preferred • Valid teaching certificate required with a concentration in Reading/Language Arts and Math <p>Five years teaching experience preferred with and emphasis in Reading/Language Art and Math; analysis of assessment and accountability data; development and delivery of professional development; leadership role in campus/department committees; coaching experience.</p>
3.		
4.		

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone		Begin Activity	End Activity
1.	Analyze campus data and needs assessments	1.	Review campus data and needs assessments.	07/09/2018	09/01/2018
		2.	Determine strategic compensation program guidelines based upon needs assessment.	07/09/2018	09/01/2018
		3.	ED of School Improvement & Academic Facilitator will monitor/review data analysis.	07/09/2018	09/01/2018
2.	Research Strategic Compensation Plans	1.	Review area strategic compensation plans and effectiveness.	07/09/2018	09/01/2018
		2.	Rate strategic compensation plans based upon guidelines and campus needs.	09/01/2018	11/01/2018
		3.	Select best strategic compensation plan and present to stakeholders.	09/01/2018	11/01/2018
		4.	ED of School Improvement & Academic Facilitator will monitor/review program selection.	09/01/2018	11/01/2018
3.	Campus & Teacher Leadership Development	1.	Provide on-going leadership development from ED of School Improvement & ACE Academic Facilitator	07/09/2018	05/31/2019
		2.	Training provided to campus impact team on leadership, instructional strategies, data protocols, collaborative planning process, student culture systems, and observation/feedback processes.	07/09/2018	05/31/2019
4.	Instructional Excellence	1.	Teachers will receive internal professional development and support on strategies, data protocols, collaborative planning process, student culture systems, and observation/feedback from Academic Facilitator.	09/01/2018	05/31/2019
		2.	ACE Academic Facilitator & Campus Administrators will support Campus ICs throughout the year with regular training/support on transformation components.	05/21/2018	05/31/2019
5.	Reconstitution Plan	1.	Identify the process, internal guidelines and any policies related to reconstitution of the current staffs.	02/01/2019	03/30/2019
		2.	Identify specific roles and positions that will be reconstituted	02/01/2019	03/30/2019
		3.	Identify specifics around the placement of reconstituted staff back into other RISD campuses.	02/01/2019	03/30/2019
6.	Recruitment Plan	1.	Design profile and metric for identifying specific staff members-teacher and administrators that fit a district profile for staffing high needs schools.	04/01/2019	05/29/2019
		2.	Design profile - Establish qualities and data that will be used in profile development.	04/01/2019	05/29/2019
		3.	Design matrix for selection - qualify data points that will be used to profile administrators and teachers.	04/01/2019	05/29/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aikin Elementary, Audelia Creek Elementary, Skyview Elementary, and Stults Road Elementary will begin planning the transformation process with the Academic Facilitator and Executive Director of School Improvement. All decisions will be made in conjunction with the campus planning team. The use of formative assessments created by teachers and the district will play a key role in providing campus and district personnel data to help facilitate data-driven decision-making during the planning process. The teams will design specific program metrics they are looking for and research programs that meet the desired metrics. A review each quarter will be conducted to determine progress towards attaining goals and objectives and adjustments will be made as needed.

In alignment with locally developed and administered district assessment events, program goals, and evaluation metrics, potential strategic compensation programs will be reviewed by the Executive Director of School Improvement, the Academic Facilitator, and the campus planning team. A report will be provided to the Deputy Superintendent with an update on the progress and final decision on the selected strategic compensation program.

Campus and district personnel, with support from the TEA Matched School Transformation Partner, will provide oversight and monitoring of the planning process on weekly and monthly intervals. Planning sessions will target specific areas like collaborative planning, data meetings, leadership training, desired teacher qualities needed to improve student achievement, and high-quality teacher recruitment/retainment strategies.

Campuses will provide weekly formative assessments to provide frequent formal and informal review of student performance. Data from district developed curriculum based assessments each 6-9 weeks, Middle of the Year, STAAR Simulations and STAAR end of year will be used to determine the desired teacher qualities needed to improve student achievement. Any goals and objectives not being met will be adjusted by the campus improvement committee and related to all stakeholders via email and on the district web-site for school improvement.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Richardson ISD is committed to working with our TEA matched School Transformation Partner and other district partners to determine the best strategic compensation plan for Aikin Elementary, Audelia Creek Elementary, Skyview Elementary, and Stults Road Elementary. The Accelerating Campus Excellence (ACE) program is being implemented in 2018-19 at four other high-needs campuses with the key goal of "placing an effective teacher in front of every student. The ACE program includes a strategic compensation plan and efforts at all eight campuses will be coordinated to maximize the effectiveness of the grant funded planning process. Richardson ISD continues to have a relentless focus on improving the quality of instruction and growing the capacity of both our campus leadership teams and our teachers. When it comes to school transformation, the larger the percentage of effective teachers in the school, the greater the chance of turning the school around.

As we are planning the selection of a strategic compensation plan we know that the expectations for the recruitment of highly effective teachers and campus leaders will be high. The principals and staffs at the four schools will establish challenging, but attainable, goals for student achievement with the expectation that these schools will see significant academic improvement after the strategic compensation plan is implemented. Raising the desire for high quality teachers to teach at high needs schools will be challenging, however, deliberate steps will be planned for recruiting and retaining staff members that will support the four campuses and increase student achievement.

Team members will receive considerable professional development on teamwork, change management, and high yield compensation strategies to ensure that all project participants remain committed to the project's success. Recognizing the challenges that a turnaround environment poses with increased performance expectations and the need to secure highly effective administrators, teachers, and staff, the district will find the right incentive compensation plan to create an equitable distribution of high performing teachers throughout Richardson ISD.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Administer surveys to collect feedback from teachers and staff	1.	Satisfaction with leadership and support in Staff Climate Survey
		2.	Satisfaction with feedback and support in Teacher Climate Surveys
		3.	Satisfaction with professional development in after-training surveys
2.	Administer surveys to collect feedback from students and parents	1.	Favorable ratings in Elementary Student Engagement Survey
		2.	Favorable ratings in the Parent/Guardian Survey
		3.	Improved self-efficacy reported in Elementary Self-Efficacy Survey
3.	Utilize descriptive statistics to investigate current practices	1.	Frequency of meetings between coaches or specialists with teachers
		2.	Number of enrichment activities and participated ACE students
		3.	Decreased % of students with failing course grades in CBA tests
4.	Utilize descriptive statistics to measure current outcomes	1.	Annual teacher retention rate and attendance rate
		2.	Increased scores and passing rates in ISIP and STAAR tests
		3.	Decreased number of student disciplinary offenses
5.	Apply repeated measure design to gauge current student performance	1.	Literacy knowledge and skills measured by the ISIP test
		2.	Reading and math performance measured by STAAR
		3.	
6.	Employ ANOVA analysis to determine the impact of enrichment opportunities	1.	Contribution of after school programs to academic performance
		2.	Contribution of after school programs to behavioral performance
		3.	
7.	Conduct document analysis to inspect programs provided	1.	Sufficient professional development opportunities provided to staff
		2.	Adequate supports provided to teachers by coaches and specialists
		3.	Satisfactory social-emotional supports and trainings at ACE school
8.		1.	
		2.	
		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD will conduct both formative and summative evaluation of the planning process. Formative evaluation will examine the planning process such as methods used to determine areas of need, identify potential issues, and suggest necessary modification or revision for improvement. Outcome-focused summative evaluation will make judgments on the efficacy and impact of the planning process at its conclusion. The evaluations will utilize qualitative and quantitative methods.

Effective Principals and Teachers. The following information will be collected for formative evaluation: (1) Professional development activities delivered to focus principals and teachers will be logged in details including attendance and contents. (2) Further, a brief follow-up survey after each professional development will be used to collect attendees' satisfaction with and feedback on the relevance and effectiveness of the training. The survey findings will be used to continuously improve the professional development quality. Summative evaluation includes: (1) Campus leadership effectiveness will be measured by quintile scores of the Culture of Feedback and Support section in the Mid-Year and End-Of-Year Teacher Climate Surveys and percentages of favorable ratings in the annual Staff Climate Survey. (2) Teacher retention rate will be used as an indicator of successful administration. (3) Some sections of Texas Teacher Evaluation and Support System (T-TESS) will be used to measure teaching effectiveness. (4) Teacher attendance rate will be collected as a measurement of teacher daily performance. (5) Teacher support and impact on students will be determined by quintile scores of the Significant Adults section in the Student Engagement Survey.

Instructional Excellence. The evaluation of this component will focus on how teachers receive supports of high-yield math and literacy teaching strategies, how they apply the strategies in core instruction with fidelity, and how their instructional practices impact on student academic performance. The following information will be gathered for formative evaluation: (1) The supports provided by instructional coaches and intervention specialists will be archived. (2) Instructional coaches, intervention specialists or campus administrators will log their classroom walk-through or observation. The archives and logs will be analyzed to determine the fidelity of program implementation at the classroom level. (3) Data from District developed Curriculum Based Assessments will be analyzed by unit to investigate teaching effectiveness. For summative evaluation, (1) Istation Indicators of Progress (ISIP) scores will be used to measure Kindergarten to Grade 2 students' literacy improvement. (2) STAAR Reading and Math test scores will be used to examine the academic performance of Third Graders and above.

Extended Learning. The formative evaluation of this component will investigate enrichment opportunities provided to students in the after-school programs, while the summative evaluation will examine the impact on student. Enrichment opportunities provided by campuses, as well as student participation, will be logged to determine effectiveness. To determine the impact of Extended Learning, Analysis of variance (ANOVA) analyses will be conducted to decide if any significant difference exists in the academic and behavioral performance between students who participate in after-school programs and who don't.

Social-Emotional Support. The formative evaluation will inspect how social and emotional supports are provided to teachers and students. (1) Document analysis will be conducted for training, supports, and Social and Emotional Curricula. (2) Surveys will be administered to examine the satisfaction of teachers and students with current trainings and supports provided. (3) The Elementary Student Self-Efficacy Survey will be conducted at the beginning, in the middle, and at the end of the school year. The quintile scores of relevant items in the Survey will be used to track the development of elementary student self-efficacy. The summative evaluation of will investigate student disciplinary data and determine whether social and emotional supports meet student needs and help students improve their behavioral performance.

Parent and Community Partnership. The formative evaluation will collect and analyze information regarding the District and schools efforts to reach parents and community members, effectively communicate with them, and engage them in school events/activities. The summative evaluation will determine the outcomes of District and school parent engagement efforts by examining favorable ratings measured by the annual Parent/Guardian Survey.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aikin Elementary, Audelia Creek Elementary, Skyview Elementary, and Stults Road Elementary annually plan, draft, and implement a campus improvement plan with goals and performance objectives reviewed quarterly per current practice. The annual campus improvement process is aligned to the state improvement framework which includes the Texas Accountability Intervention System (TAIS) and is used to identify educational strengths, educational areas of need, and focus priorities.

Aikin Elementary, Audelia Creek Elementary, Skyview Elementary, and Stults Road Elementary's site-based teams, composed of educators, parents, community/business leaders, will work through a detailed comprehensive needs assessment involving identification of critical success factors, root cause analysis, and identification of problem statements. The teams will conduct the data analysis using a standardized process aligned to TAIS and will encompass a root cause analysis that supports the identification and prioritization of needs. The needs will be addressed through the establishment of annual goals and strategies that address root causes.

Aikin Elementary, Audelia Creek Elementary, Skyview Elementary, and Stults Road Elementary will establish priorities directly supporting the identification and execution of the strategic compensation program initiatives, will dissect annual goals to determine strategies and interventions for improvement, and establish periodic quarterly check points for monitoring progress. The quarterly data reviews will be used to determine program implementation and impact level and to make adjustments to the plan as needed. A detailed data analysis process will enable the site-based decision-making team to explore and identify data trends and patterns to support the development of the targeted school improvement plan. This data will also be used to adjust the plan to ensure that the best program is selected. With District support, the four focus campuses will develop targeted school improvement plans with the selected strategic compensation program and will begin implementation in 2019-20.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the applicant will monitor school improvement plans upon submission and implementation, and implement additional action following unsuccessful implementation of such plan after a number of years determined by the applicant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will monitor Aikin Elementary, Audelia Creek Elementary, Skyview Elementary, and Stults Road Elementary's Title I funds through the school improvement plan and will align other Federal, State, and local resources to carry out the implementation of the planning process. The district's continuous improvement process has built-in quarterly evaluation dates that has established expectations of the principals at the four campuses meeting with the Executive Director of School Improvement to perform detailed review of campus goals and performance outcomes. Frequent formative assessments will enable campuses and district personnel to regularly monitor the planning process and to adjust strategies and activities to meet the planning goals. Each six to nine-weeks data will be reviewed formally to help measure progress toward goals.

The Executive Director of School Improvement and the Academic Facilitator will visit the campuses monthly to monitor the effective implementation of the campus improvement plan. The visits will follow a regular protocol to review instructional and cultural program elements. The visits will help measure programming strengths based upon a performance rubric to monitor strengths and needs. Campus administrators will calibrate with central staff members and outside consultants to support program planning. After each visit a debrief session will be held to collaboratively plan next steps for action. The next steps will include coaching, professional development, modeling, and possible resource allocation. When data is not reflective of progress then action steps will be adjusted. An outcome-focused summative evaluation will make judgments on the efficacy planning process at the end of the year and will be used to make adjustments for the following year. If after three years the selected strategic compensation program is deemed unsuccessful, additional action will be taken by the district to revamp the program or consider other options.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Richardson ISD utilizes a procurement process that meets TEA requirements and Federal EDGAR requirements. RISD will only secure external partners to provide services that are determined to be vital to the program but is not available from within the District. A competitive bid process will be used for Professional Services contracts over \$50,000 for a 12-month period, will undergo legal review, and will require Superintendent or Board approval. The Richardson ISD process is detailed below:

The advertisement for bids, description in the request for bids of item(s), work and/or services and specific terms and conditions is done in a manner that stimulates competition and obtains the lowest practical price.

A request for bids contains the following elements:

- Purchase description or specifications covering the item(s) to be obtained
- Work and/or services needed
- Terms and conditions for the proposed bid contract
- Time and place for opening bids and other provisions

The bid process involves:

- Development of clear specifications
- Advertising for competitive bids
- Responding to vendor questions
- Opening and tabulating the bids
- Analysis of the bids to ensure compliance with requirements
- Recommending the vendor(s) for bid award
- Award of the bid by the board

For external partners under \$50,000 a qualified, high quality provider is selected based upon multiple quotes, district needs, provider fees, and quality of service. Contracts under \$50,000 are reviewed and approved by the Financial Services Department.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Title I and Title II funds will be used to help provide stipends to recruit and retain highly effective administrators, teachers and staff to support cultural and academic changes. Title I funds will also be used to provide after-school enrichment and intervention programs.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aikin Elementary, Audelia Creek Elementary, Skyview Elementary, and Stults Road Elementary will have operational flexibility and use modified practices to enable the effective implementation of the selected program. The school redesign process will give the principal full authority over staffing, budgeting, and curriculum based upon campus, student, and community needs.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057916

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the school redesign will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data across the nation proves that struggling schools in high poverty have access to the least experienced and skilled teachers. This means limited equity and access to high quality teachers for those deserving the most. The use of a strategic compensation program sets out to fill the gaps of inequity.

RISD has identified the primary components that affect the success of campuses and has focused in on the needs of each area to maximize and support the impact using evidenced-based practices around leadership, instruction, culture, data practices, and team effectiveness. Since the overall goal is to increase student achievement then building capacity within the school's staff is imperative. Focusing on the highest leverage actions around student culture, instructional alignment, strong data practices, and leadership team effectiveness, staff members will learn to apply high-yield strategies that promote increased results for students.

Evidence-based strategy 1 - Effective Principals and Teachers - research supports the fact that talented school leadership with a team of highly effective teachers can be successful in turning around campuses that experience challenges. By providing principals and teachers with annual financial incentives to work at high needs schools then we can attract and retain staff of the highest quality.

Evidence-based strategy 2 - Instructional Excellence – research supports targeted instruction for at-risk students. Instructional Excellence programming will be taught by high quality teachers to support increased student achievement. The teachers will be working directly with instructional coaches and intervention specialist to provide targeted data-driven intervention during core instruction, as well as, during a specifically designed intervention block to differentiate support for struggling students. Frequent checks for understanding during core instruction will allow for teachers to regularly adjust their delivery on demand to get into a gap prevention mode, rather than just gap closure mode. Materials used will enable teachers to support individual small group practice that can be scaffolded based on the students' needs.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057916

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Planning☐ P2 Partnership☐ IMO Partnership**New School Planning**☐ Reset☐ Fresh-Start**Transformation Planning**☒ Talent Transformation Model☐ Transformation Strategy**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057916

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the applicant's vision for improving campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The RISD vision for improving campuses is founded on tenets of strong leadership, effective teaching, a culture of high expectations for staff, and universal achievement for all students. The vision is to support the execution of these tenets through strong school process and systematic progress monitoring.

The vision includes:

- Incentivizing, employing, deploying, and supporting effective principals and teachers - annual financial incentives will be used to promote teacher quality equity throughout the district.
- Instructional excellence in planning, delivery, and support through strong pedagogy, data driven instruction, curriculum and assessment alignment – all at-risk students will receive high-yield math and literacy practices through a gradual release model during small group sessions and 1:1 settings.
- Social and emotional support and development of students - training and support to provide teachers and students with skills to intentionally improve the social and emotional health of the students and to empower them with tools to promote positive decision-making and communication skills.
- Strong Parent and Community Partnerships - parent and community focuses will be on increasing communication and engagement and targeted activities that provide parents with the tools needed to partner with schools on the education of their children.

RISD's overall vision is to serve and prepare every student for their global future by placing a highly effective teacher in every classroom, equipping schools with strong leadership teams, and maintaining high expectations for both staff and students.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057916

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD Theory of Action: If the district focuses central administration on the most critical functions of campus accountability and HR support; and if the district devolves varying levels of autonomy from the central administration to campuses; and if the district annually evaluates equity levels and performance of high needs schools; and if the district makes strategic decisions regarding educator placement and pay incentives at high needs schools; then the district, through its campuses, will be able to accomplish the Board's student outcome goals while operating within the Board's constraints.

In order for our students at Aikin Elementary, Audelia Creek Elementary, Skyview Elementary, and Stults Road Elementary to achieve college readiness by accelerating the transformation of these struggling schools we must ensure teachers and administrators have a growth mindset, high expectations, and strong relationships. Research shows the most important factor for learning is not student background, but teacher quality.

Data across the nation proves that struggling schools in the highest areas of poverty have access to the least experienced and skilled teachers, thus limiting equity and access for those deserving the most. As a result of this national and district data, RISD plans to re-staff Aikin Elementary, Audelia Creek Elementary, Skyview Elementary, and Stults Road Elementary with strong administrators and effective teachers with proven track records for growth of students, verified by district data. Staff members learning will be accelerated with additional professional development and a commitment to excellence in both academic and social emotional learning. Consistent use of data will guide the transformation process and the selection of a compensation program that attracts the best teachers to the high needs campuses.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057916

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057916

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057916

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057916

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057916

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057916

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057916

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: